DOCUMENT RESUME

ED 109 670 CS 202 079

AUTHOR Niedermeyer, Fred; And Others

TITLE 1971-72 Tryout of Level 3 Composition Skills Exercises.

INSTITUTION Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO SWRL-TN-3-72-43
PUB DATE Dec 72
NOTE 60p.; Some pages will have marginal reproducibility due to small type

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS *Composition (Literary); *Composition Skills (Literary); Course Content; Course Descriptions; *Course Evaluation; Course Objectives; Educational Research; *Educational Testing; Primary Education; Writing Exercises

ABSTRACT

This document discusses a study of 36 level 3 exercises tried out in a single, middle-income, suburban, second-grade classroom. The following outcomes were generated for the exercises: capitalize the first letter of a sentence, correctly end sentences with periods or question marks, capitalize proper nouns, correctly use commas in dates and dialogue, correctly place quotes around dialogue, write complete sentences, and organize composition into paragraphs and indent each paragraph. The primary purpose of the study was to obtain teacher and pupil comments and observational data in one classroom, so as to identify any deficiencies or problems with the materials and teacher procedures. The results are discussed in terms of teacher affect, time per exercise, teacher directions, teacher's guide, and the effects of the various units involved in the level 3 exercises. This document also contains the following five appendixes: "Examples of 'Select,' 'Correct,' and 'Construct' Lessons (Teacher's Versions) for Outcomes Related to Writing Mechanics," "1971-72 Level 3 Composition Skills Teacher's Guide," "Posttest Administration Directions," "1971-72 Level 3 Teacher Questionnaire," and "Lesson Observations Summaries." (TS)

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SOUTHWEST REGIONAL LABORATORY TECHNICAL NOTE

DATE: December 15, 1972

NO: TN 3-72-43

TITLE: 1971-72 TRYOUT OF LEVEL 3 COMPOSITION SKILLS EXERCISES

AUTHOR: Fred Niedermeyer, Edys Quellmalz, and Lee Trithart

ABSTRACT

The 1971-72 single-classroom tryout of 36 Level 3 Composition Skills exercises is reported. Included are (1) a description of the tryout outcomes, classes, materials and data sources; (2) a presentation of results from lesson observations, teacher meetings, pupil testing, and pupil preference interviews; and (3) a discussion of the tryout which includes revised outcomes and structure for the 1972-73 tryout.

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1971-72 TRYOUT OF LEVEL 3 COMPOSITION SKILLS EXERCISE[1]

Fred Niedermeyer, Edys Quellmalz, and Lee Trithart

Thirty-six exercises at Level 3 were written during 1971-72 and tried out in a single, middle-income, surban, second-grade classroom. The outcomes and lessons for this tryout were revisions and extensions resulting from an initial Level 3 tryout during 1970-71 tryout, presents the results, and discusses the results in light of future Level 3 development.

DESCRIPTION OF THE TRYOUT

OUTCOMES

The following outcomes were generated for the 1971-72 Level 3 exercises:

1. Capitalize the first letter of a sentence.
2. Correctly end sentences with periods or question marks.
3. Capitalize proper nouns.
4. Correctly use commas in dates and in dialogue.
5. Correctly place quotes around dialogue.
6. Write complete sentences; avoid sentence run-ons, strings, and fragments.
7. Organize composition into paragraphs and indent each paragraph.

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[1]Miriam Baumgarten contributed substantially to the preparation of Level 3 lessons and this report.

8. Write a story line that is well organized, original (novel), and of high overall quality (well expressed and coherent).

9. Increase the number of words and sentences written in a composition.

TRYOUT AND COMPARISON CLASSES

A single middle-income, suburban, second-grade classroom was selected for the tryout of the Level 3 exercises. One class, rather than several, was utilized because most of the outcomes and lessons were new, and it was not known how appropriate and usable they would be in a teacher-administered situation. Thus, the primary purpose of the tryout was to obtain teacher and pupil comments and observational data in one classroom, so as to identify any gross deficiencies or problems with the materials and teacher procedures. End-of-year pupil achievement was also of interest, and another second-grade class in a nearby school was identified to be pre- and posttested for comparison purposes.

MATERIALS

Thirty-six exercises, organized into three units of 12 exercises each, were written and tried out. In addition, an introductory unit, consisting of 12 exercises sampled from the Level 2 Program, was presented to six children prior to the Level 3 lessons. These children had written less than two sentences in a pretest at the beginning of the tryout, and the Level 2 lessons were administered to promote enough writing fluency for entry into the Level 3 exercises.

Outcomes relating to writing mechanics (Outcomes 1-7 on Pages 1 and 2) were taught by providing children with response opportunities which progressed from simple to more complex. Three types of exercises were written to structure this sequence: (1) "select" exercises in which the child selected from various stimuli (e.g., words, punctuation marks, or different versions of the same composition) to respond to certain directions (e.g., "Mark the story that is paragraphed properly"), (2) "correct" lessons in which the child corrected errors in given compositions or indicated where corrections should be made, and (3) "construct" lessons where the child wrote composition and edited for Outcomes 1-7. Samples of these types of lessons appear in Appendix A (teacher versions).

Outcome 8 (planning story lines) and, in some ways, Outcome 7 (paragraphing) were taught by having children outline their stories in "planning boxes" prior to writing the entire story. (See "construct" lesson in Appendix A.)

Outcome 9 (increased fluency) was not taught directly, but was expected to result from the writing practice received when completing the 36 exercises.

Teacher procedures for each lesson were printed on the Teacher's copy. (See Appendix A.) In addition, certain instructional procedures applicable to all lessons were contained in a short Teacher's Guide. This Guide is contained in Appendix B.

DATA SOURCES

Teacher Questionnaire

A two-page questionnaire was developed. It was completed by the tryout teacher at an end-of-year meeting with the authors. Additional comments, criticisms, and suggestions were also recorded at this meeting.

Lesson Observations

During the tryout, a total of five lessons were observed by Composition Skills staff members. Each observation was recorded on a form used with several Laboratory programs. (See Niedermeyer, 1972.)

Pre- and Posttests

A pretest and a posttest were developed to assess the Level 3 outcomes. The tests were group-administered. On each test children were asked to write eight dictated sentences, and then to write a story cued by an illustration and a dictated introduction. A copy of the posttest administration directions is contained in Appendix C.

Outcomes 1-5 (punctuation) were assessed by counting the capitals, commas, etc., in the dictated sentences. Outcomes 6 (strings, run-on's, etc.), 7 (paragraphing), 8 (quality, organization, originality), and 9 (fluency) were assessed through analyses (frequency counts and ratings) of the stories written by the children. All correlations of agreement between judges rating the stories on various criteria (Outcome 8) were .86 or higher.

The tests were administered in both the tryout class and the comparison class. Prior to scoring both the pretest and the posttest, random samples of 20 children were drawn from each class and randomly mixed together.

Pupil Preference Inventory

Two forms of an individually administered pupil preference inventory were developed. Each was administered to a random sample of eight to ten children at the end of the year. During the administration of the inventory, the child was asked to state whether he liked various activities or materials "a whole lot," "a lot," "just ok," or "not at all." There were nine items on each form of the inventory, and all of the various types of exercises and activities from the Level 3 lessons, plus some non-writing activities.

SEQUENCE OF TRYOUT ACTIVITIES

Pretesting at both the tryout class and the comparison class took place during early January of 1972. In mid-January, the Composition Skills staff conducted a one-hour teacher-training session at the tryout school. At this time, the teacher was given the materials and Teacher's Guide. The program outcomes and materials were described and examined, and the teacher procedures were presented and discussed. A schedule indicating at what dates the various exercises should be completed was also provided in order to aid the teacher in completing four units (12 Level 2 exercises and 36 Level 3 exercises) by the end of the school year. The teacher began administering the exercises the following week. Posttesting took place in both classes in late May.

RESULTS

LESSON OBSERVATIONS AND TEACHER QUESTIONNAIRES

Lesson observations of the tryout class and the teacher meeting yielded information concerning use of the program at the second grade level. This information is summarized below.

Pacing

The teacher followed the pacing schedule throughout the tryout and completed all exercises.

Teacher Affect

In judging the appropriateness of the program for her students, the teacher stated that most of the program had been appropriate for the children. The teacher felt that the exercises were generally geared to the children's interests and rated their overall reaction to the program as fairly enthusiastic. The teacher stated that she would definitely like to use the program again.

Time per Exercise

The teacher administered five exercises per week to the six children whose pretest scores indicated they would benefit from the Level 2 review lessons comprising Unit 1. For the Level 3 units, the teacher administered approximately two exercises per week to all children. She estimated that, on the average, each Level 3 exercise had taken about one hour. The times taken for different lesson formats varied greatly, however. The teacher stated that she gave students additional practice on some of the more difficult exercises. Part of this additional practice time was included in the teacher's one-hour per lesson estimate.

Teacher Directions

The teacher felt that the directions for the individual exercises were generally helpful and clear. There were specific times, however, when she would have liked them to be more complete. She indicated she would have preferred more of the instructions to have been worded as she would give them to the class (i.e., scripted).

Teacher's Guide

The teacher found the Guide to be rather scant. She mentioned that after the beginning of the program, she seldom referred to it.

Unit 1: Transition

The teacher considered Unit 1 to be good practice, and wished that the entire class had gone through it.

Unit 2: Emphasis on avoiding sentence strings and run-ons, and indenting paragraphs

In general, the teacher felt that the exercises on avoiding sentence strings and run-ons were too difficult for most of the children. She thought that it was worthwhile to teach the children to avoid using sentence strings, but that the children should be given more practice. She did not think the children needed instruction on avoiding run-on sentences at all. The teacher found the instruction for both these types of exercises to be somewhat confusing. On the other hand, the teacher thought all the exercises on paragraphing were very good and appropriate for the class.

Unit 3: Emphasis on writing friendly letters, descriptive language, and paragraphing

The teacher had favorable comments on the letter writing and paragraphing exercises in this unit. She felt that the children had enjoyed

doing these, and had learned a lot from them. The teacher did not feel, however, that there was any point to the one descriptive-language exercise, unless some follow-up was provided.

Unit 4: Emphasis on dialogue in stories

The teacher felt that dialogue should be taught, but that this unit was too difficult. She suggested that each aspect of punctuating dialogue should be taught independently of other aspects (e.g., using commas and periods should not be taught in the same exercise), and that more total exercises should be given on these skills. The children especially had difficulty paragraphing combined dialogue and narration.

A copy of the Teacher's written responses to the questionnaires is contained in Appendix D. Copies of the lesson observation summaries submitted by the staff during the year are contained in Appendix E.

PUPIL ACHIEVEMENT

Table 1 presents the pretest and posttest percentages of correct responses on Outcomes 1-5 as measured through the sentences dictated to second-grade tryout and comparison classes. From the data in Table 1 it may be seen that the percentage of correct responses was markedly higher for the tryout class on the posttest dictated sentences than it was for the comparison class.

Table 2 shows the pretest and posttest means and standard deviations of the total number of words, sentences, and paragraph indentations (Outcomes 9 and 7) in stories written by children in the tryout class and the comparison class. It may be seen that tryout children outperformed comparison children in number of words (90 to 68), number of sentences (12 to five) and number of paragraph indentations (six to one).

Table 1

Pretest and Posttest Percentages of Correct Responses on Editing Outcomes as Measured Through Sentences Dictated to Second-Grade Tryout and Comparison Classes (Number of Items per Outcome Indicated in Parentheses)

Outcome Measured	Tryout Class		Comparison Class	
	Pretest	Posttest	Pretest	Posttest
1. Initial capitalization: Correctly capitalized initial letter of sentence (9)	91	92	69	82
2. Capitalization: Correctly capitalized proper nouns (5)	52	69	53	44
3. Ending punctuation: Correct ending punctuation (8)	57	88	32	58
4. Commas: Comma present and correctly placed (3)	5	72	5	8
5. Quotes: Quotes present and correctly placed (2)	0	58	0	8
Number of tests scored	20	20	20	20

Table 2

Pretest and Posttest Means and Standard Deviations of Total Words, Sentences, and Paragraph Indentations in Stories Written by Second-Grade Tryout and Comparison Classes (Outcomes 9 and 7)

		Tryout Classes		Comparison Classes	
		Pretest	Posttest	Pretest	Posttest
Number of Words	$\bar{X}$	36.00	89.55	39.50	68.00
	s.d.	17.06	33.84	22.83	28.35
Number of Sentences	$\bar{X}$	3.85	11.75	3.30	5.25
	s.d.	2.01	4.29	3.74	4.27
Number of Paragraph Indentations	$\bar{X}$	0	6.15	.0	.05
	s.d.	0	3.02	0	.22
Number of Subjects		20	20	20	20

Table 3 presents the pretest and posttest percentages of complete sentences, sentence strings, sentence fragments, and run-on sentences in stories written by second-grade tryout and comparison classes (Outcome 6). The low posttest frequencies for strings, fragments, and run-on's indicate that this outcome was effectively taught.

Table 4 indicates the pretest and posttest percentage distribution of subjective ratings of quality, originality, and organization for stories written by second-grade tryout and comparison classes (Outcome 8). Even allowing for initial pretest differences between the tryout and comparison classes on some of the ratings, the tryout class had a substantially higher percentage of ratings in the 4 to 5 range on the posttest stories (80%, 95%, and 95%) than did the comparison class (35%, 80%, and 25%).

Table 5 breaks out the punctuation outcomes (Outcomes 1-5, Table 1) into smaller skill units for the tryout class. It may be seen that the skills for which the correct responses were not made 80 percent of the time relate primarily to use of dialogue and dates.

PUPIL PREFERENCE INVENTORY

Tables 6 and 7 indicate the distributions of pupil preference responses to activities in Form A (eight randomly sampled children) and Form B (10 children). It may be seen that no more than one child in each of the samples expressed a dislike of any of the activities.

Table 3

Pretest and Posttest Percentages of Complete Sentences, Sentence Strings, Sentence Fragments, and Run-on Sentences in Stories Written by Second-Grade Tryout and Comparison Classes (Outcome 6)

	Tryout Classes		Comparison Classes	
	Pretest	Posttest	Pretest	Posttest
Complete Sentences	69	96	39	58
Sentence Strings	5	1	6	2
Sentence Fragments	12	1	29	16
Run-on Sentences	14	3	26	24
Number of Subjects	20	20	20	20

Table 4

Pretest and Posttest Percentage Distribution of Subjective Ratings of Quality, Originality, and Organization of Stories Written by Second-Grade Tryout and Comparison Classes (Outcome 8)

	Tryout Class						Comparison Class					
	Pretest			Posttest			Pretest			Posttest		
	Overall Quality	Originality	Organization	Overall Quality	Originality	Organization	Overall Quality	Originality	Organization	Overall Quality	Originality	Organization
5 (Excellent)	0	5	0	25	45	45	0	0	0	0	10	0
4 (Good)	30	35	25	55	50	50	0	10	5	35	70	25
3 (Fair)	60	45	65	15	5	5	35	30	30	30	20	30
2 (Somewhat Inadequate)	10	10	5	5	0	0	55	45	40	35	0	40
1 (Extremely Inadequate)	10	5	5	0	0	0	5	10	20	0	0	5
0 (No response)	0	0	0	0	0	0	5	5	5	0	0	0
Number of Subjects	20	20	20	20	20	20	20	20	20	20	20	20
Coefficient of Agreement Between Judges	.89	.91	.88	.91	.87	.86	.89	.91	.88	.91	.87	.86

Table 5

Posttest Percentages of Correct Responses on Editing Outcomes as Measured Through Sentences Dictated to Second-Grade Tryout Classes (Number of Items for Each Outcome in Parentheses)

Outcome Measured	Posttest Percentages
1. Initial capitalization: Correctly capitalizes initial letter of sentence (8)	97
1. Initial capitalization: Correctly capitalizes initial letter of quoted sentence (1)	55
2. Capitalization: Correctly capitalizes initial letter of proper names (5)	69
2. Capitalization: Correctly capitalizes initial letter of months of year (1)	70
3. Ending punctuation: Correct ending punctuation-period (4)	91
3. Ending punctuation: Correct ending punctuation-question mark (3)	87
3. Ending punctuation: Correct ending punctuation-question mark inside quote (1)	80
4. Commas: Present and correctly placed before quote (1)	85
4. Commas: Present and correctly placed after quote (1)	60
4. Commas: Present and correctly placed between day and year in date (1)	70
5. Quotes: Present and correctly placed (2)	58

Number of subjects: 20

Table 6

Distribution of Form A Pupil Preference Responses by Eight Second-Grade Tryout Children.

	Do you like to...?		Do you like it...?		
	yes	no	a whole lot	a lot	just o.k.
1. write words and sentences?	8	0	1	2	6
2. do papers like these where you fix up strings and run-ons?	7	1	1	3	4
3. listen to other boys and girls share things they've brought to school?	8	0	3	4	1
4. plan the beginning, middle and end of your story before you write it?	7	1	0	0	8
5. do papers like these where you put quotation marks around what people say?	8	0	2	1	5
6. read stories?	7	1	0	5	3
7. write what boys and girls are saying to each other?	7	1	0	5	3
8. do papers like these where you read two things and put an "X" under the right one?	7	1	3	5	0
9. draw pictures with crayons or paint?	8	0	6	1	1

Table 7

Percentage Distribution of Form B Pupil Preference Responses by Ten Second-Grade Tryout Children

	Do you like to...?		Do you like it...?		
	yes	no	a whole lot	a lot	just o.k.
1. read over what you write and fix your mistakes?	9	1	2	4	3
2. do papers like these where you put an "X" where a new paragraph starts?	10	0	6	2	2
3. listen to other boys and girls share things they've brought to stories?	10	0	5	3	2
4. write stories?	9	1	3	2	4
5. write stories and letters like these?	9	1	3	4	2
6. read stories?	9	1	3	4	2
7. write letters to someone?	9	1	3	3	3
8. plan stories and letters like these?	9	1	4	1	4
9. draw pictures with crayon or paint?	10	0	8	0	1

Children were generally favorable toward most of the activities, with the possible exception of "plan the beginning, middle, and end of your story before you write it" (Form A).

DISCUSSION

The 1971-72 single-classroom tryout of 36 Level 3 Composition Skills exercises provided much information useful for further development. The primary implication of the tryout are as follows:

- The exercises generated generally positive feelings from both the teacher and the children.
- Level 3 success relies heavily on teacher implementation of suggested procedures. For 1972-73 teacher procedures will be placed on separate 5 x 8 cards, as they are in the Drama and Public Speaking Program.
- Pupil performance on avoiding strings and run-on's was good, but teacher procedures need to be rewritten.
- Strategies for teaching dialogue need to be reformulated, and more pupil practice needs to be provided.
- Most of the writing mechanics skills related to punctuation can be effectively taught with the present lesson formats.
- Fluency, originality, and organization do increase substantially as a result of the lessons, even though these outcomes are not taught directly.

For the 1972-73 tryout, the Level 3 outcomes have been expanded in the areas of planning and writing for various purposes (describe, instruct, narrate, entertain). Previously, the outcomes have focused primarily on mechanical skills. The revised structure for the 1972-73 Level 3 tryout appears in Table 8, and is intended to encompass a broader range of useful composition skills for young children.

TABLE 8

UNIT SPECIFICATIONS FOR LEVEL 3 OF COMPOSITION SKILLS

LEVEL	UNIT	PURPOSE	OUTCOMES	CONTENT	ACTIVITIES
3	1	Describe	Plans and writes descriptive composition that: 1) is complete, i.e., does not leave out important objects, persons, or actions 2) accurately places elements according to position, i.e., uses such relational phrases as "next to," "in back of," "on top of" 3) uses words that describe concretely, i.e., refers to color, shape, size, age, weight, texture; avoids adjectives like "pretty" or "good" 4) contains sufficient specific details to distinguish thing described from other similar things, e.g., in describing a classmate, includes sufficient descriptive detail to distinguish classmate described from other classmates Edits descriptions for: 1) beginning capitals and ending punctuation (strings and run-ons) 2) correspondence to standards (criteria) given for descriptive writing	Objects, e.g., zany "Rube Goldberg" type of machine Persons, e.g., illustrated persons or a classmate Scenes with people and animals involved in activities, e.g., circus, zoo Places, e.g., "my bedroom," "our classroom"	Given SWRL-written description, edits for and corrects strings and run-ons Given illustration, written description, and set of standards for a good description, discusses with the teacher and class how description meets standards Plans with teacher and class description that will meet standards Writes description that meets standards (SWRL-provided topics initially; child later given choice of topics or is allowed to choose own topic) Reads description to others so they can guess who or what is being described

LEVEL	UNIT	PURPOSE	OUTCOMES	CONTENT	ACTIVITIES
3	2	Inform (Instruct "How to do X")	Writes a plan (phrases) that: 1) includes all necessary steps in task to be performed 2) has steps in proper sequence Writes composition from plan that: 1) contains sufficient detail within each step so as to produce replicable actions by reader Edits compositions for: 1) correspondence to standards (criteria) given for instructional writing 2) correspondence to plan	Familiar, easily operationalized "How to" topics concerning: Product production, e.g., how to make a peanut butter sandwich, how to make a paper airplane Product maintenance, e.g., how to clean an aquarium, how to feed a dog his supper Game directions, e.g., how to play four-square, how to play "war" School skills, e.g., how to check the answer to a subtraction problem	Given SWRL-written plan, composition, and set of standards, discusses with teacher and class how plan and composition meet standards Corrects and completes SWRL-provided plans and compositions which do not meet standards Writes plans and compositions that meet standards (child given choice of topics and eventually chooses own topic) Reads composition to others and tests replicability of actions; corrects (revises) according to results

LEVEL	UNIT	PURPOSE	OUTCOMES	CONTENT	ACTIVITIES
3	3	Record	Writes a plan for a narrative (phrases) which: 1) follows a chronological sequence 2) narrates a single episode, e.g., "Riding the Matterhorn" is preferable to "My Trip to Disneyland" 3) is complete, i.e., does not leave out important people, events, activities, etc. Writes narrative which: 1) follows the plan for the composition 2) includes specific details that elaborate on the events listed in the outline so as to allow someone who had not had the experience to know what is is like 3) has words and phrases to indicate time or causal relationships, e.g., "then," "after," "when," "because," "so" Edits compositions for 1) standards (criteria) given for recording 2) correspondence to plan	Repeated routine events, e.g., how I get ready for school each day Staged events, e.g., demonstration by a student of how he makes a phone call Single (as opposed to repeated) personal experiences, e.g., when I got lost	Given SWRL-written notes, composition, and set of standards, discusses with teacher and class how notes and composition meet standards Corrects and completes SWRL-provided notes and compositions which do not meet standards Writes notes and compositions that meet standards (child given choice of topics and eventually chooses own topic) Reads composition to others and receives feedback from class on good points of composition according to criteria.

LEVEL	UNIT	PURPOSE	OUTCOMES	CONTENT	ACTIVITIES
3	4	Entertain	Plans and writes story ending which: 1) contains the resolution to the story conflict, i.e., presents a tenable and entertaining solution which is not inconsistent with given story facts to the story problem 2) includes both narration and dialogue Edits compositions for 1) quote related mechanics, i.e., quotation marks, commas, periods, capitals, paragraphing for change of speaker or introduction of narrative passage a. in single sentence b. in compositions	Stories of: Adventure, e.g., superhuman "Plastic Man" stories Mystery, e.g., The Case of the Disappearing Keys Western, e.g., Cattle are being rustled but two boys string up a lariat between the trees and trip up the rustlers. Real-Life Drama, e.g., Two boys canoe down a river, the canoe upsets, and they must get to shore safely.	Given SWRL-written stories, edits in successive lessons for quotes, commas, periods, and capitals in dialogue; discusses paragraphing procedures in dialogue Given SWRL-written stories and standards (criteria) for a good story ending, discusses with the teacher and class how the story meets the standards Plans and writes story ending that meets standards (SWRL-cued solutions initially; child later writes own story solutions) Reads story to others and receives feedback from class on good points of story according to criteria

LEVEL	UNIT	PURPOSE	OUTCOMES	CONTENT	ACTIVITIES
3	5	Entertainment	Plans and writes story which: 1) contains a conflict and resolution i.e., has a problem and presents a tenable solution 2) includes both narration and dialogue Edits compositions for 1) question marks and exclamation points within dialogue	Same as Unit 4	Given SWRL-written stories, edits for question marks and exclamation points in dialogue Writes stories which meet standards (child initially given 1-2 sentence story synopsis specifying story conflict and resolution, then only story conflict; child later given titles to choose from which specify setting and characters, then setting or characters; child later generates own topics for stories) Reads story to others and receives feedback from class on good points of story according to criteria.

APPENDIX A

EXAMPLES OF "SELECT," "CORRECT," AND "CONSTRUCT,"
LESSONS (TEACHER'S VERSIONS) FOR OUTCOMES RELATED TO WRITING MECHANICS

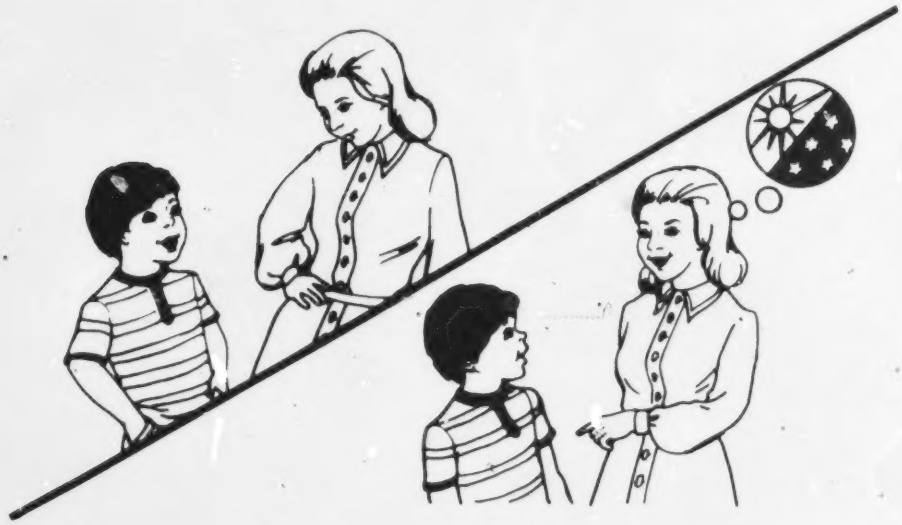
"Select" Format

SWRL THIRD-YEAR COMPOSITION SKILLS
UNIT 4 LESSON 7

Name _____

Selecting Appropriately Indented Dialogue

- Have the children read the riddle as it is written on the left side of Page 1. Point out that the illustrations show the boy talking to the woman and then the woman talking to the boy. Have the children discover that every time there is a change of speaker (i.e., a different person begins to speak), the new sentence will be indented. (Dialogue is indented when there is a new speaker, as a paragraph is indented when there is a new idea.)
- Have the children read the second version of the riddle on the right side of Page 1. Help the children discover that this riddle is not indented every time a different person begins speaking. After Mrs. White speaks, Mike speaks, but the sentence in which Mike speaks is not indented, so this version is wrong.
- Explain that in the rest of the lesson the children must put an X in the box under the correctly indented version of each riddle. Remind them that every time a different person begins speaking, the sentence should be indented.
- Have the children complete Page 2 under your direction before finishing Pages 3 - 4 independently.
- Use the procedures recommended for correction and follow-up in the Teacher's Guide.



Mike said, "Let's see if you know the answer to this question. What is light in the day and dark at night?"

Mrs. White said, "The sky is light in the day and dark at night."

Mike yelled, "That is right! I didn't think you would know that!"

Mike said, "Let's see if you know the answer to this question. What is light in the day and dark at night?"

Mrs. White said, "The sky is light in the day and dark at night."
Mike yelled, "That is right! I didn't think you would know that!"

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Ted said, "I am going to ask you a hard question, Mr. Know-It-All."

Mr. Know-It-All said, "O.K., I will answer it." Ted asked, "What king doesn't wear a crown?"

Mr. Know-It-All said, "That isn't a hard question.

The king of the jungle doesn't wear a crown."

Ted said, "I am going to ask you a hard question, Mr. Know-It-All."

Mr. Know-It-All said, "O.K., I will answer it."

Ted asked, "What king doesn't wear a crown?"

Mr. Know-It-All said, "That isn't a hard question. The king of the jungle doesn't wear a crown.

Russ asked, "What runs but doesn't walk?"

Miss Little said, "I can't think of one thing that runs but doesn't walk. Tell me the answer."

Russ said, "A watch runs but doesn't walk."

Russ asked, "What runs but doesn't walk?" Miss Little said, "I can't think of one thing that runs but doesn't walk. Tell me the answer."

Russ said, "A watch runs but doesn't walk."

(lesson continues in same format on Pages 3 and 4)

"Correct" Format

SWRL THIRD-YEAR COMPOSITION SKILLS

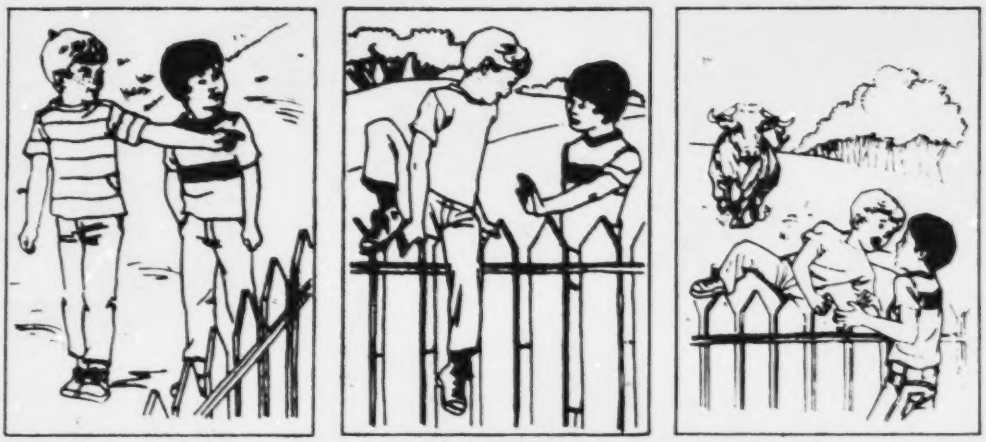
UNIT 4 LESSON 8

Name _____

Indicating Where Dialogue Should be Indented in Stories

- Tell the children that they are going to read stories and decide where the sentences should be indented.*
- Have the children read the story on Page 1 and look at the illustrations. Remind them that the beginning of a story is always indented, and they should indent sentences in the story when a different person begins speaking. Explain that the first X indicates the beginning of the story (when Teddy first speaks). The second X indicates when Jack begins to speak, and the third X comes when Teddy speaks again. Have the children refer to the pictures for cues that the speaker is changing.
- Tell the children that they are to read the rest of the stories and put an X at the beginning of each story and an X every time a different person begins speaking.
- Have the children complete Page 2 individually. Check their answers before allowing them to complete Pages 3 and 4 independently. The children should place 3 X's in each story.
- Use the procedures recommended for correction and follow-up in the Teacher's Guide.

* If there is narration immediately before or after a quotation that relates to a speaker, the narration and quotation will be included in the same paragraph. The stories written for this lesson contain narration and conversation combined in this manner. If the children have difficulty deciding if the narration relates to the quotation, you may wish to allow them to indent conversation and narration separately. There is no clear-cut rule for indenting dialogue with narration, although every time there is a change of speaker, the dialogue must be indented.



X One day Teddy and Jack were taking a walk. Suddenly Teddy yelled, "I think I see a pony in Mr. Parker's yard! Let's go into the yard and play with

X it." Jack said, "It does not look like a pony to me. I am not going into the yard, and I don't think that you should." Jack watched while Teddy ran into

X the yard alone. "Help! Help!" Teddy yelled. "You were right! This isn't a pony!" Teddy ran out of the yard as quickly as he could. A big bull was running after him.

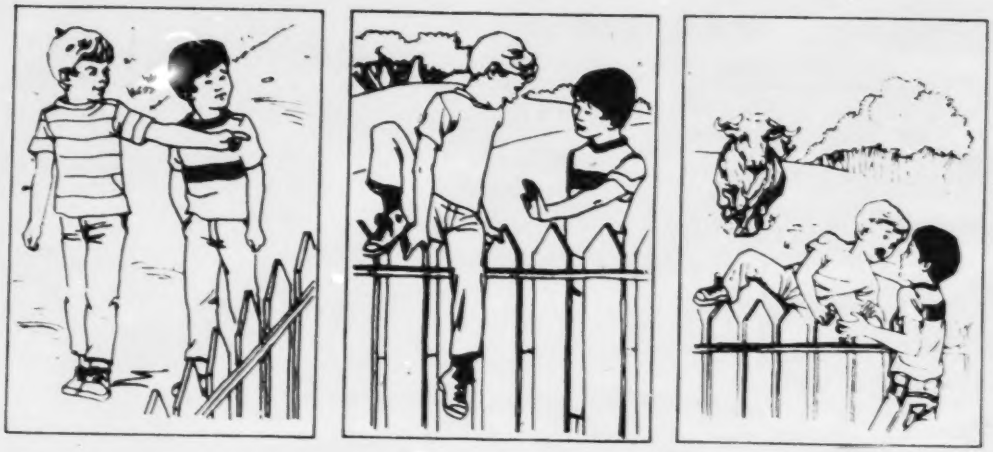
SWRL THIRD-YEAR COMPOSITION SKILLS
UNIT 4 LESSON 8

Name _____

Indicating Where Dialogue Should be Indented in Stories

- Tell the children that they are going to read stories and decide where the sentences should be indented.*
- Have the children read the story on Page 1 and look at the illustrations. Remind them that the beginning of a story is always indented, and they should indent sentences in the story when a different person begins speaking. Explain that the first X indicates the beginning of the story (when Teddy first speaks). The second X indicates when Jack begins to speak, and the third X comes when Teddy speaks again. Have the children refer to the pictures for cues that the speaker is changing.
- Tell the children that they are to read the rest of the stories and put an X at the beginning of each story and an X every time a different person begins speaking.
- Have the children complete Page 2 individually. Check their answers before allowing them to complete Pages 3 and 4 independently. The children should place 3 X's in each story.
- Use the procedures recommended for correction and follow-up in the Teacher's Guide.

* If there is narration immediately before or after a quotation that relates to a speaker, the narration and quotation will be included in the same paragraph. The stories written for this lesson contain narration and conversation combined in this manner. If the children have difficulty deciding if the narration relates to the quotation, you may wish to allow them to indent conversation and narration separately. There is no clear-cut rule for indenting dialogue with narration, although every time there is a change of speaker, the dialogue must be indented.



X One day Teddy and Jack were taking a walk. Suddenly Teddy yelled, "I think I see a pony in Mr. Parker's yard! Let's go into the yard and play with it." X Jack said, "It does not look like a pony to me. I am not going into the yard, and I don't think that you should." Jack watched while Teddy ran into the yard alone. X "Help! Help!" Teddy yelled. "You were right! This isn't a pony!" Teddy ran out of the yard as quickly as he could. A big bull was running after him.

Jill's bedroom door started to open. Jill sat up and yelled, "Dad, come here! Someone is trying to get into my room!" Dad said, "There is no one here. No one was trying to get in." Jill yelled, "Someone was trying to get in, and there he is!" She pointed to Skip, the dog, who had just come into the room. Jill and Dad were glad to see him.

(lesson continue in same format on Pages 3 and 4)

X

Jill's bedroom door started to open. Jill sat up and yelled, "Dad, come

X

here! Someone is trying to get into my room!" Dad said, "There is no one

X

here. No one was trying to get in." Jill yelled, "Someone was trying to

get in; and there he is!" She pointed to Skip, the dog, who had just come

into the room. Jill and Dad were glad to see him.

(lesson continue in same format on Pages 3 and 4)

SWRL THIRD-YEAR COMPOSITION SKILLS
UNIT 4 LESSON 9

Name _____

Writing Appropriately Indented Dialogue in Stories

- Tell the children they are going to read a story called "Allan's Day." Allow them to examine the illustration briefly.
- Explain that in the story every time a sentence is indented, it indicates that a different person begins to speak. Have the children read the story. Help them discover that when either Ronny or Allan begins to speak, the sentence is indented. Remind them that the beginning of the story is always indented.
- Allow the children to examine the illustration on Page 2 briefly and to read the beginning of the story. Have four children read the parts of the four characters.
- Tell the children that they are now going to write the ending of the story. Explain that they should include things the ants say to each other, and they should indent whenever a different person begins to speak. Suggest that the children refer to the illustration on Page 3 for an idea of how to end the story.
- Before they begin writing, help the children read the proofing directions in the box on Page 4. Explain that good writers always re-read and correct their stories.
- Have the children write their endings to the story independently. Five minutes before the end of the lesson remind them to follow the directions in the Proofing Box on the last page.
- Use the procedures recommended for correction and follow-up in the Teacher's Guide. Follow-up should emphasize appropriate indentation of dialogue.

Allan's Day

Allan was very sad. He was ten today, but no one had made a party for him. "I wish I was having a party," said Allan.

His friend Ronny came by and said, "Let's hike to Bulldog Hill, Allan."

"All right," said Allan. He and Ronny hiked to the hill.

Ronny asked, "Isn't this fun?"

"No, I don't think so," said Allan sadly. "I want to go home."

"Look Allan!" yelled his friends as they jumped out from behind the trees. "We are having a party for you!"

"Thank you," Allan said. He was so happy that he glowed. His friends had made a party for him after all.

2

Too Much Rain

It had been raining in Ant Town for days. Big Bill, the head ant, was afraid that if the rain didn't stop soon, the ants would be washed away. He asked the ants to help him think of a way to stop the rain.

Andy Ant-Hill said, "We can do a rain dance to stop the rain."

Big Bill yelled, "Rain dances don't stop rain!"

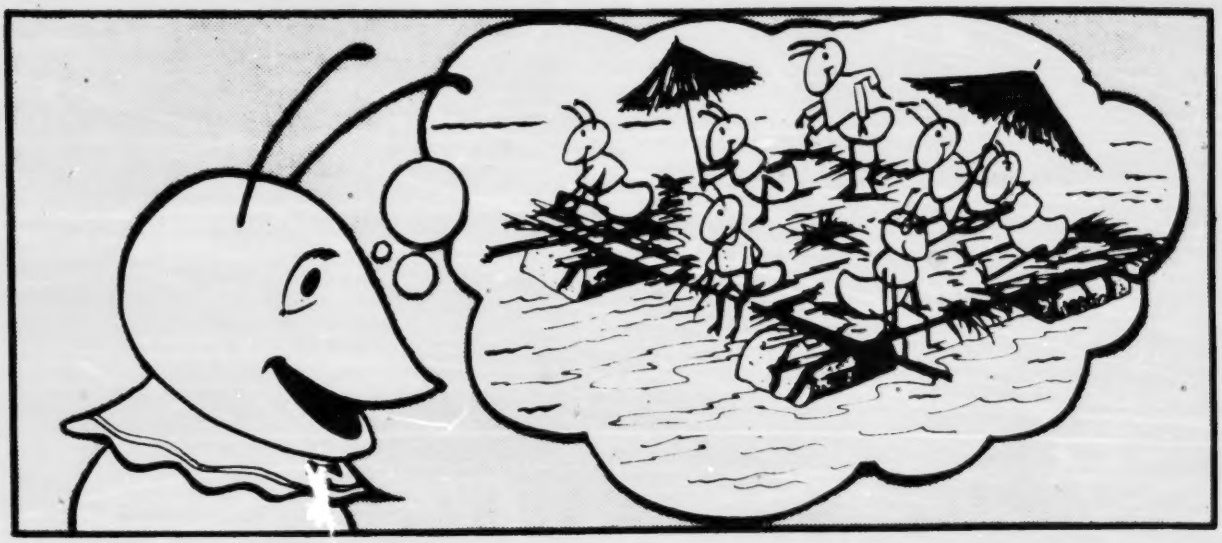
Jumping Jim said, "We can wish very hard that the rain will stop."

"No, that's no good!" yelled Big Bill.

"I can help," Little Lilly said. "I don't know how to stop the rain, but I know how we can keep from being washed away."

Big Bill said, "Hurry, tell us."

Tell how the story will end.



3

Write the ending for the story.

APPENDIX B

1971-72 LEVEL 3 COMPOSITION SKILLS TEACHER'S GUIDE

SWRL THIRD-YEAR COMPOSITION SKILLS EXERCISES

TEACHER'S GUIDE-SPRING, 1972

The SWRL Third-Year Composition Skills Exercises are a series of lessons designed to develop children's composition skills in both expository and fiction writing. Some exercises are designed to teach specific composition skills such as punctuation, capitalization, and indenting. Other exercises are designed to have children use the skills when planning, writing and editing their own compositions.

The entire program at the second-grade level consists of 60 lessons divided into five four-week units of 12 lessons each. However, only three units (36 lessons) are being tried out this spring. To complete these three units by the end of May, lessons should be completed at the rate of at least two per week, beginning in mid-January. Twenty-five minutes should be scheduled for each lesson.

MATERIALS

The Third-Year Composition Skills lessons include 11 pupil exercises for each unit and a unit test designed to identify children who need additional practice on skills taught in the unit. A pink teacher's set of all lessons is also provided which contains procedures for introducing each lesson and for correcting children's responses.

GENERAL TEACHING PROCEDURES

The following general teaching procedures are essential if the children are to derive the maximum benefit from the lessons. These procedures are the result of comments and suggestions by teachers participating in previous tryouts of the program at various grade levels:

.It is best to schedule regular 25-minute time blocks on specific days each week. Allow 5 to 10 minutes for feedback and correction the following day or later in the week.

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.Introduce each lesson by following the lesson procedures on the pink teacher's copy of the lesson.

.The children will be able to complete many of the lessons independently after you have worked through the first page with them. This will free you to work with other children on reading or some other activity.

.During lessons which introduce a new skill or lesson format, circulate among the children to help those who are having difficulty. As the exercises become more complex, increased explanation and individual help may be needed.

.There may be some words presented in the lessons which the children will have difficulty reading. The amount of help the children need with the vocabulary of the lessons will help determine which exercises require continued teacher assistance after the lesson has been introduced.

.In the lessons where they are to write complete stories, certain children will need help in planning their stories through to the end before they begin writing. Too often children (and adults) begin writing without knowing what it is they want to say.

.After children have completed a lesson, <u>always</u> encourage them to proofread and correct their papers before handing them in. Linguistic research has shown that children can usually identify and correct most of their errors in this manner.

FOLLOW-UP PROCEDURES

Follow-up is an essential part of the Composition Skills instruction. The follow-up procedures below involve the minimum amount of teacher time necessary to insure effective pupil learning from the exercises.

.As soon as possible after a child has completed an exercise, read it and mark the mistakes which the child should correct.

.Always have each child correct the errors he makes on his exercise. He should write in each change or correction even if it only involves copying a correction indicated by the teacher. (In the more open-ended composition-type exercises, it is not necessary to mark all errors on a paper. Only the child's single most frequent mistake or errors relating to immediately preceding lessons should be marked.)

.When several children make the same type of mistake on an exercise, describe the mistake and how to correct it to the entire group or class. Then have each child check his paper to see if he made this mistake. All children who made the mistake should correct it on their papers at this time.

.Use well-written or interesting compositions as models for the rest of the class by having them read aloud or posting them on the bulletin board.

.Praise individual children, the group, or the class whenever they do well on an exercise. Try to find something good about each child's writing during the course of the program. Encourage the children to not only write correctly, but to be creative and enjoy writing.

SWRL REQUIREMENTS

Teacher feedback is essential to the improvement of the program. SWRL Programs are revised and improved primarily through teacher comments and suggestions. There are a number of things that you will be asked to do to help SWRL evaluate the program.

.Jot down comments and suggestions as you use the exercises. Be sure to note the following things:

- .particular types of exercises that the children seemed to enjoy
- .particular lessons that were too difficult or boring for the children
- .instances in which the teacher instructions and procedures were unclear or insufficient
- .instances when you generated additional activities or instruction

.After each lesson, randomly select five completed exercises by keeping lessons of every fifth child on your roll sheet. Keep lessons of a different five children each time until you have collected lessons from every child, then repeat the order. Keep all unit tests. At the end of each unit forward to SWRL the five samples of each lesson and all Criterion Tests in the envelope provided.

.Toward the conclusion of the program tryout at the end of May, SWRL will posttest the children. A meeting will also be held with all participating teachers and a SWRL representative. We will very much want to receive your suggestions and comments about the program at this meeting.

APPENDIX C

POSTTEST ADMINISTRATION DIRECTIONS

PART I

Directions:

-Give each child a pencil and answer sheet.
-Tell the children that they are going to practice writing.
-Ask each child to put his name on his answer sheet.
-Tell the children that you are going to read them some sentences.
-Explain that they should try to write the sentences as you read them.
-Tell the children that they should try to write and spell each word as best they can.
-Ask the children to listen carefully, as you will say each sentence only two times.
-Begin reading each sentence. Say the words slowly once. Wait about 5 seconds, then repeat the sentence.
-Check that the children are writing on the appropriate line.

---

1. She fell.
2. He is Sam.
3. Is she sad?
4. I sat on the hill.
5. Will Nat win?
6. Mom said, "Do you want it?"
7. Is it May 25, 1972?
8. "You can pet Ed," said Dad.

PART II

Directions:

-Ask the children to turn to the next page.
-Explain that they are going to write a story about the picture at the top of the page.
-Read the following introduction to the children. Do not elaborate on this introduction.

> Ann and Bud appear to be going away. Write a story about where they are going, what they will do once they get there, and why they seem to be so happy. Include some things that Ann and Bud say to each other while in the car.

-Point out the first line and explain that they should write the title of their story on it before they begin actually writing the story.
-After 15 minutes tell the children to stop. Read them the following directions:

> Stop writing.
> Go back and read your story to yourself. If you find mistakes, change them to make them right.

-Wait 3 minutes, and then collect all the papers.

Composition Skills Test Grade 2
Form 2

MIDDLE

Name Jackie Didier

1 She fell.

2 He is Sam.

3 Is she sad?

4 I sat on the hill.

5 Will Nat win?

6 Mom said, "Do you want it?

7 Is it May 25, 1972?

8 "You can pet ed," said dad.

Ann and Bud go on a trip

Once there was a tittle girl and a litile boy. Their names where Ann and Bud. Ann was playing in her room once and she thought of some thing.

Ann said to her dad, "Can we go on a trip?"

"O.k," said Ann's dad "But where? he said after that.

Ann said, "Let's ask Bud." So they went to ask bud.

Bud said, "Well, what about Pom Springs?"

His dad said, "Well, I guess we could we will today."

"Goodie goodie," said Ann.

Ann and Bud told there mother. They packed all their stuph

said good by and left. It was a long drive. Right when they got there they went swimming and had a very good time.

The End

APPENDIX D

1971-72 LEVEL 3 TEACHER QUESTIONNAIRE

SWRL THIRD-YEAR COMPOSITION SKILLS PROGRAM

Spring, 1972

TEACHER QUESTIONNAIRE

The SWRL Third-Year Composition Skills Program is still being developed and refined. In order that we may evaluate and further improve the program, it is essential that we obtain your comments, criticisms, and suggestions with this questionnaire. Thank you.

1. Please indicate the last exercise completed by your children. (If your children were not grouped, please complete Group 1 only.)
   Group 1: 26 children; Unit 4; Exercise 10
   Group 2: _____ children; Unit _____; Exercise _____
   Group 3: _____ children; Unit _____; Exercise _____
   Non-participants: _____ children
   Comments:

2. Is the program appropriate for most of your children?
   X yes _____ no
   Comments:
   most of the program was appropriate

3. What was the overall reaction of your class to the program?
   _____ very enthusiastic _____ fairly unenthusiastic
   X fairly enthusiastic _____ very unenthusiastic
   _____ neutral
   Comments:
   occasionally, some of the children were frustrated

4. How long was each lesson, on the average?
   _____ less than 15 minutes _____ 25 to 35 minutes
   _____ 15 to 25 minutes X more than 35 minutes
   Comments:
   on the average, the length of the lessons was almost an hour

5. Were the teacher directions for each exercise clear and helpful to administering the lessons?
   X yes _____ no _____ did not use
   Comments:
   some directions were not clear and helpful

6. Was the Teacher's Guide clear and complete?
   _____ yes X no _____ did not use
   Comments:
   seldom referred to the Teacher's Guide

7. Would you use the program again?
   X yes _____ no
   Comments:
   definitely

8. May we please have your comments and suggestions on the four units of the program:
   a) Unit 1: Transition
      a. only used it with six children; b. would like to use it with the entire class, as it's a good drill.

   b) Unit 2: Emphasis on avoiding sentence strings and run-ons, and identifying paragraphs
      a. thought of it as a test; b. followed directions to the letter; c. did not help the children once they started working; d. since sentence strings could be done two ways, the lessons were not clear.
   c) Unit 3: Emphasis on writing friendly letters, descriptive language, and paragraphs
      a. children caught on quickly; b. children thought this was most fun of all units; c. directions should be changed to have children just cross out the capital letter and not rewrite the entire word.
   d) Unit 4: Emphasis on dialogue in stories
      a. some parts seem too difficult; b. some sections should be postponed and others given more practice; c. Lessons 1-4 progressed too rapidly.
9. Please write below specific comments, criticisms, or suggestions not already covered. You may want to comment on individual exercises, illustrations, or specific problems you encountered.

APPENDIX E

LESSON OBSERVATIONS SUMMARIES

PROGRAM: THIRD YEAR COMPOSITION SKILLS (SECOND GRADE)...Spring, 1972, Tryout

DATE: 2/23/72 UNIT & LESSON: Unit 2, Lesson 12

SCHOOL: Vista Grande LESSON DESCRIPTION: Unit Criterion Check

TEACHER: Mrs. Lawrence SIZE & LEVEL OF GROUP: entire class (26) mostly gifted

OBSERVER: Ginny Supple TIME SPAN: 1:30 - 2:00

OBSERVATION

All the children are at the same level in the Composition Skills Program. Since this was a unit test, the teacher gave a slight introduction, telling the children to do the first page and double-check before they turned the papers over. They should wait for instructions for Page 2, although several of the children went ahead unintentionally. The teacher had provided crayons and paper so those children who finish early would wait quietly while the others finish. Instructions for Page 2 were given, and the children then worked quietly on their own. At the end of Page 2 the teacher asked if the children had double-checked their papers, making sure the "X's" were in the right places.

On the third page the teacher asked the children to jot down ideas for what they eat for breakfast and what they eat for lunch. Then they could go on to write their stories, being sure to double-check their work. The teacher said she'd remind them to double-check before the end of the period. The children worked very quietly and industriously, appearing to be quite sure of themselves. Five minutes before the papers were to be collected, the teacher told the children to double-check all their work. Then the heads of the rows collected the lessons.

INFERENCES & IMPLICATIONS

(Related to Teacher Procedures--TP, Material--M, Other--O)

- There are no definite instructions given in the Teacher Procedures for the Planing Box, except an example. Therefore, the teacher thought "ideas" meant just word ideas rather than sentence ideas. The word ideas threw the children for a loop when they went to write the actual story, and their work has been going downhill ever since (according to Mrs. Lawrence). The Teacher Procedures should clearly state "sentence ideas" rather than "ideas". T
- The children found paragraphing to be very simple. However, it is extremely difficult for the children and the teacher to recognize and correct strings and run-ons. The Teacher Procedures were unclear to this teacher, and she had many "sleepless nights". Apparently the teacher wants a definite rule concerning which "and" or "so" to take out rather than having the choice left to her and the class. T
- All through the unit the children and the teacher have worked together on the first page, then the children have gone on to do the other pages on their own. The Teacher Procedures for the unit test should make it immediately clear that the teacher should stop the children after each page, not allowing them to continue until the next instructions are given. The children went ahead during this test because they were so used to going ahead in the other lessons. T
- This teacher feels that the children lose some creativity because they are so worried about run-ons, strings, fragments, capitals, periods, etc.
- The lessons take longer than 20 - 25 minutes. Since the children work so hard and so long on the lessons on Mondays and Tuesdays, the teacher provides films on Thursdays and Fridays to "relieve" the children! ✓

PROGRAM: THIRD YEAR COMPOSITION SKILLS (SECOND GRADE)...Spring, 1972, Tryout

DATE: March 22, 1972 UNIT & LESSON: Unit 3 Lesson 8

SCHOOL: Vista Grande LESSON DESCRIPTION: paragraphing in friendly letters

TEACHER: Mrs. Betty Lawrence SIZE & LEVEL OF GROUP: total class (24 children) all above average

OBSERVER: Lee Trithart TIME AN: 1:18-1:33 (15 min.)

OBSERVATION

1. The teacher settled the whole class and obtained silence and an appearance of attention.
2. The teacher read the lesson directions almost word for word, very slowly.
3. The teacher had one child stand and read aloud the sample letter. (M's had already been inserted in this letter at the appropriate places to begin new paragraphs.)
4. The teacher and students discussed how the pictures above the letter corresponded to paragraph breaks within the letter. (The teacher asked how the pictures corresponded to the paragraphs and a student answered. The teacher summarized what the student had said, pausing significantly at certain points at which time a student or students chimed in with what the next word should be.)
5. The teacher had the students open their lessons so tha page 2 only showed. She said that the top picture talked about the first paragraph and the bottom picture about the second. She told them to read the letter silently to themselves without making any marks on the page. When they had finished, the teacher asked how many knew where the second paragraph began. Only 2 children were observed who didn't raise their hands.
6. The teacher had the class look at the rest of the lesson. She pointed out that they would do another letter with a picture and that then they would have to paragraph letters without pictures to help them. She said, however, that they were doing so well she was sure they could do it.
7. Before the students started their individual work, the teacher asked them in what ways they could tell when a new paragraph started.
   Student 1: when you see a new person or animal
   Student 2: when the next time starts
The teacher told the students that before they handed in their papers she would reimind them to go back and double check.
8. The students started working. The teacher walked around among the rows. Whenever she saw a student who finished quickly, she reminded him to go back and double check.
9. At 1:30 (12 minutes after the lesson started) the teacher asked if there was anyone at all who wasn't finished. One student raised his hand. At 1:32 the teacher went back and checked on this one student and then said she was very proud of him because the reason that he hadn't been finished earlier had been because he had gone back and reread every single story and double checked himself. At 1:33 she started taking up the lessons.

INFERENCES AND IMPLICATIONS
(Related to Teacher Procedures--TP, Material--M, Other O

1. The teacher did not give the students any knowledge of results on the adequacy of their paragraphing in the second letter before having them do letters 3,4, and 5 on their own. She merely asked how many of them knew the answer without actually calling on anyone to say what the answer was or stating it herself. The two children who did not indicate that they had figured out the answer did not recieve any particular attention. The teacher did not seem to be aware that she had missed the point of going

over the second letter with the students.
2. The follow-up procedures for the previous lesson were not observed but were described to me by the teacher since they had occurred the day before. Only 2 children out of the class had not had perfect scores. These children had been taken aside and their mistakes explained to them. The teacher had announced to the rest of the class as a whole that they had done very well. The papers had not been handed back.
3. The class was clearly largely composed of students of superior ability. They had no difficulty with the lesson whatsoever. Because of the class's fast reading rate, the lesson was finished in much less than the time allotted. In general, the teacher followed the teacher procedures very closely. The class seemed like an ideal trial for the materials. It seems that if this class has trouble with certain lesson types, it is likely that the lesson types need to be reorganized. From my conversation with the teacher before class, this seems to have been the case with lessons in Unit 2. It's particularly unfortunate that Unit 2 did not work out well since, because the class did not deal much with transition, this Unit was the teacher's and class's introduction to the SWRL Composition Skills Program. The assumption was that the whole program was going to continue in a like vein and a negative attitude toward the materials inevitably followed. Fortunately, the teacher likesUnit 3 very much. The kids like the materials and she feels that they are learning. The lessons have the additional bonus that they deamnd little class time, and little teacher time outside of class is required for correction.
4. The teacher made a particular point of editing, giving it more emphasis than was actually called for in the teacher procedures. She mentioned to the children that they should "double check" several times and particularly praised those students whom she observed editing.
5. A high level of achievement was expected of the students. This may have had some bearing on the fact that it was received from them.

PROGRAM: THIRD YEAR COMPOSITION SKILLS (SECOND GRADE)...Spring, 1972, Tryout

DATE: April 27, 1972

UNIT & LESSON: Unit 4, Lesson 4

SCHOOL: Vista Grande

LESSON DESCRIPTION: Constructed - Fill in quotation marks, commas, periods, questio marks and exclamation points in stories.

TEACHER: Mrs. Lawrence

OBSERVER: Miki Baumgarten

TIME SPAN: 1:30 - 2:10

SIZE AND LEVEL OF GROUP: 26 children - entire class.

OBSERVATION

1. The teacher began the lesson by telling the children that Lesson 4 is made up of dialogue. Dialogue is what people say. She explained that Kim and Bud are the boys in the illustration. They are telling their father about an adventure they had. She emphasized that the children must put quotation marks around everything thet Kim, Bud and Dad say.

2. The teacher went on to remind the children that when the words "scream" or "yell" are found in a sentence, it is a cue that one should use an exclamation point. When "ask" is found in a sentence, it is a cue that one should use a question mark.

3. The teacher then wrote the first two sentences on the board and had two children fill in the punctuation. Both children seemed to have trouble placing the quotation marks in relation to the other punctuation marks. The teacher explained the way this is done.

4. Next, the teacher asked the children to do the first page independently. As they worked, she went around to their desks to check their work and to help those who were having trouble.

5. Since the children were having trouble with the first page, the teacher stopped them. She again discussed with them the placement of quotation marks in relation to other punctuation marks. The teacher also reminded them to be sure to put commas in the proper places, and to make their commas large so that she could distinguish them from periods. The teacher drew an example of a comma and a period on the board.

6. The teacher then told the children to go on with the lesson. She reminded them to go back and proofread when they were finished. As the children worked, the teacher went around and helped those who were having trouble.

7. The two most common errors make by the children were: (A) Reversing the order of a quotation mark and some other punctuation mark that came next to it. (i.e. "Then we saw something on June Hill", said Kim). (B) Leaving out the comma. (i.e. Bud said _"Kim and I went hiking in the woods after breakfast." or "Then we something on June Hill_" said Kim.)

8. When the children were finished, the teacher collected the lessons.

INFERENCES AND IMPLICATIONS
(Related to Teacher Procedures--TP, Materials--M, Other--O)

1. The teacher felt that Unit 4 was going too fast for the children. She suggested that the children be given more practice on putting in quotation marks before they go on to put in other punctuation with the quotation marks. In order to keep the children from becoming too frustrated, the teacher has been supplementing the lessons with practice and review activities of her own. She mentioned that she had given them some practice in the morning before I came. M TI

2. The teacher said that her correction process consisted of circling all the incorrect answers and handing the lessons back to the children the next day. The children were then to correct their errors. The teacher drew a star on perfect papers. TI

3. The teacher mentioned that in Lesson 3, the commas in the boxes to the side were much too small. The children copied them exactly and it was difficult for the teacher to distinguish between a period and a comma. M

4. The teacher also made some suggestions for improving previous units. She said it would have been helpful for the children to have done Unit 1 at the beginning of the semester. She felt Unit 2 went too quickly. She thought that sentence strings should not be dealt with at all. It was too difficult for the children to distinguish between a compound sentence and a sentence string. If instruction on sentence strings is to be included, more lessons should be devoted to it before the children go on to work with run-on sentences. The teacher thought that Unit 3 was very good. M

PROGRAM: THIRD YEAR COMPOSITION SKILLS (SECOND GRADE)...Spring, 1972, Tryout

DATE: Thursday, May 4, 1972 UNIT & LESSON: Unit 4 Lesson 6

SCHOOL: Vista Grande LESSON DESCRIPTION: Using Dialogue in Stories

TEACHER: Ms. Betty Lawrence SIZE & LEVEL OF GROUP: entire class, above average

OBSERVER: Lee Trithart TIME SPAN: 1:20-2:05

OBSERVATION

1. At 1:15 the class came in from recess. Their SWRL lessons were already on their desks. At 1:20 the class was quieted down and the teacher told the children to look at the first page of the lesson. (The first page contained three model pictures and a model story that went with them.) The teacher pointed out to the children that in the first picture, the bear was talking, that in the second picture the ant was talking, and that in the third picture something extra had been added to tell about the story. (This was the narration.) The teacher then started going over the pictures accompanying the model story a second time, more thoroughly. She went over the pictures one by one, asking what the punctuation mark was at the end of each quote and then asking what the word was that had given the hint that this was what the punctuation mark was supposed to be. All but one of the children gave the correct answer immediately. The one who didn't said he hadn't had his hand raised (which was true; all of the other children called on had had their hands raised) and the teacher said that he and the boy next to him could answer better if they paid attention. (They had been talking to each other fairly quietly, but nevertheless not paying attention to the lesson.) At the time that the teacher was asking the class about the ending punctuation marks in the dialogue and the key words associated with these ending punctuation marks, the following chart was on the board behind her. She never referred to it nor did I see children craning their necks to see it.

,	said
?	asked
!	yelled screamed shouted

In the model story accompanying the last picture, the material not included in quotes was again pointed out as "something extra." The teacher then said, "Today I want you to try to do this too." Her statement was met with low moans from the children. The teacher said she thought they could do it.

2. The teacher pulled out a regular classroom storybook and showed the children how much of the story was the "extra" material. She then told them to remember the novels they had written and how much they had put in that was extra to help other people better understand the story they were telling. (About the "novels": The teacher had taken the pieces of cardboard that were at the back of each packaged Unit 4 of TYCS and had cut them in half to make the two covers of a book. The children had written fairly long stories on sheets the size of one of the cardboard halves. The stories had included dialogue. The stories were written first in pencil, corrected, and then the pencil traced over in black magic marker. Pictures to accompany the stories were drawn and colored in. The stories and pictures were bound in between the cardboard covers in such a way that as each page was turned, a picture appeared on the lefthand side and story text was on the right. The children had seen the whole business together so that it was actually bound like a book. They had put colored paper over the covers. These books made by the children were the novels the teacher was referring to.)

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OBSERVATION (cont.)

3. The teacher told the children to open their lessons. She went over the pictures one by one asking who the characters in the picture were and who was talking. When the class turned over to the back side so that they could see the third picture, there were lots of giggles, some conversation, and one long whistle.

The teacher said, "Do you think in this story you could combine talking with narrative?" She was answered with low moans and "No's." One girl raised her hand and said they could pretend that they made the pictures and that they wanted to tell somebody the story about the pictures. The teacher said she thought this was an excellent idea and had the girl repeat what she had said so everyone could hear her.

4. The teacher said, "Let's review a second." The following sentences had already been written on the board behind her:

1. sally asked may we go now
2. you tricked me yelled the giant
3. they are looking at us said gretchen
4. mary said please come here
5. there it goes yelled sam
6. where are you going asked catherine

The teacher went through the sentences one by one calling on children, asking them which words were the ones that had been spoken, where the quotation marks went, what other punctuation marks went in the sentence, where they went, and what the key words were that told then what punctuation mark went at the end of the quote. Most of the answers given were right.

5. The teacher held up the SWRL lesson and said that the children were to write what Ed was saying to Nat, what Nat was saying to Ed, and then what the lion was saying to those poor little mice. She said that in the last picture they could add narration. She then turned to me and asked if the children were to do their stories just the way SWRL had done its story or if they could add narration in all three pictures. I said they could add narration in all three pictures if they wanted to. The teacher turned to the children and said that there were two ways they could do their stories: one way was to put narration just in the third picture, and the other was to put it in all three pictures.

6. The teacher said she still thought she saw some confusion about narration, so she explained it again saying that it was the extra material you put in your story to help people understand it better. She then asked if there were any questions. There were four or five, one of which was if they (the children) were supposed to capitalize all of the letters in the proper names the way it had been done on the T-shirts in the picture, of if they should just capitalize the first letter. The teacher said that to do it right they would just capitalize the first letter.

The teacher had one student read out loud the proofing instructions at the end of the lesson, and at 1:40 the kinds started writing.

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TEACHER: Betty Lawrence SIZE & LEVEL OF GROUP: entire class, above average

OBSERVER: Lee Trithart TIME SPAN: 1:30-2:05

OBSERVATION (cont.)

7. As I walked around the room, about half of the kids seemed to be adding narration to their stories. The stories were fluent, but there were a fair number of punctuation mistakes having to do with the insertion of direct quotes. They were also occasionally forgetting to paragraph with a change of speaker. As they were proofing, I noticed some kids catching their mistakes.

At 1:47 the first student was finished. The teacher took the lessons up as children were finished with them. She often asked children if they had double-checked their papers before taking the paper away. When children finished, they started working on the calendars, already on their desks, that they were making. At 2:05 the last lessons were taken up.

INFERENCES AND IMPLICATIONS
(Related to Teacher Procedures--TP, Material--M, Other--O)

1. The kids are getting a lot of supplementary practice on the skills taught in the program. The "novels" they did constitute a lot of practice, and the teacher said that she had been giving the kids sentences in class in addition to their SWRL sentences to practice punctuating direct quotes on.

The teacher did not feel that the kids were able to master the lesson outcomes from the lesson materials alone. She felt that the kids had gotten Lesson 1 in Unit 4 pretty well, but that Lesson 2 had been much more difficult. Determining the results of lesson 2 had been complicated by the fact that the commas put on the right among the select items were of such a form that when the kids copied them down the commas looked a lot like periods. The teacher said she had had to count a lot of items wrong because she wasn't sure which had been written down. Eventually she had shown the children another way to make commas, but by then the lesson was over. Lessons 3 and 4 had been hard for the children also. They had made a lot of mistakes and the teacher had felt that a lot of supplementary work had been required. In Lesson 5 the kids had included both narration and dialogue when they were supposed to be writing only dialogue, and now in Lesson 6 they were having a hard time understanding exactly what this now thing was that they were supposed to be putting in.

Suggestions for lessons:
Lesson 1: okay
Lesson 2: change the form of the commas on the right.
Give more practice on the skill taught in the lesson.
Lesson 3: give more practice on the skill taught in the lesson.
Lesson 4: give more practice on the skill taught in the lesson.
Lesson 5: Some kids start writing narration in with their dialogue without instruction in this lesson. Is this an error?
Lesson 6: Change the names on the sweatshirts from " " and "What" to " " and "Mat."
Give more examples of narration vs. dialogue. (At the end of the one-sentence-long example of narration in the model story, the kids still weren't completely sure what narration was.)

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TEACHER: Betty Lawrence SIZE & LEVEL OF GROUP: entire class, above average

OBSERVER: Lee Trithart TIME SPAN: 1:20 - 2:05

INFERENCES AND IMPLICATIONS (cont.)

(Related to Teacher Procedures--TP, Material--M, Other--O)

Lesson 6: (cont.)

-Change either the directions or the model story so that it is clarified whether both dialogue and narration are to be written only in response to the third picture in the story series or to all three pictures.

-It may be that it would be easier to start the kids off writing narration and then to have them start adding dialogue rather than vice versa.

2. The lesson went quite a bit overtime. This must I think largely be blamed on the inadequacy of the materials. A lot of review work had to be conducted. and because no discrimination training had been given on the difference between narrative and dialogue, time had to be taken up explaining this at length. Even after the several explanations, it was my impression that around half the kids would initially have had trouble telling the difference. Some of the kids went slightly overtime with the writing assignment, but this was not a major factor in the large amount of overtime the lesson ran into.

3. The class was well behaved and there were really no disruptions due to discipline problems. The kids started dutifully writing when told to do so. Nevertheless there was a slightly negative attitude toward starting the work. The class's enthusiasm about the picture sequence probably helped to dispel this somewhat, but the difficulty of the immediately preceding lessons seemed to have temporarily lowered the normally positive attitude of the class.

PROGRAM: THIRD YEAR COMPOSITION SKILLS (SECOND GRADE)...Spring, 1972, Tryout

DATE: May 17, 1972 UNIT & LESSON: Unit 4 Lesson 10 Pg. 1

SCHOOL: Vista Grande LESSON DESCRIPTION: Writing Appropriately Planned Stories with Dialogue

TEACHER: Betty Lawrence SIZE & LEVEL OF GROUP: whole class, above average

OBSERVER: Lee Trithart TIME SPAN: 1:20 - 2:05

OBSERVATION

1. The class came in from recess at 1:15. Their SWRL lessons were already on their desks. They sat down, got themselves arranged, and the lesson was started by the time I looked at my watch at 1:20. The teacher directed their attention to the model planning box on page 1 of the lesson. She told them that #1 told them what the problem was, #2 how they wanted to solve the problem, and #3 what actually happened. She then had the story read out loud by assigning the parts of characters and narrator to different children. After the story was read, the teacher returned to the planning box and said that #1 listed the problem of the story. She asked what the problem of the story was. One child raised his hand and read the words next to #1 in the planning box. The teacher then said that #2 lists the middle of the story or how they want to solve the problem. She asked how Pam and Timmy wanted to solve the problem. One student raised his hand and read the words next to #2 in the planning box. The teacher then said that #3 tells what actually happens. She asked what this was and a student raised his hand and read the words next to #3 in the planning box.
2. The teacher told the children to open their booklets to page 2 and to look at the planning box. She asked how many numbers were in the planning box and was correctly answered by a chorus of "3." The teacher asked what #1 told. One student held up his hand and read the words next to #1. She asked what #2 told. There were a series of wrong answers. (#'s 2 and 3 were not filled in for the students.) The teacher stopped the answers and said that #2 would tell how they wanted to solve the problem and #3 would tell what actually happened. The teacher then assigned the parts of characters (she was narrator) in the story beginning and had the beginning read. She told the kids to fill in the planning box and once again reminded them that #1 should be what the problem was, #2 should tell your idea of how they can get out of the forest, and #3 should tell what actually happens. She told them not to start writing their stories until she had gone around and looked at their planning boxes. One boy raised his hand and asked if they had to use the pictures in filling out the planning boxes. The teacher said the pictures were there to help them. He asked if they could make up their own stories and the teacher came back and asked me if they had to go by the pictures and I said they should. When the teacher told the class this, they groaned loudly.
3. The students started writing in the planning boxes. After the teacher had gone around for a minute checking them, she said she wanted to interrupt for a minute. She told them not to write dialogue in the planning box and that they shouldn't write a little bitty story. They should write their ideas for how Barry and Bobby got out of the wooods.

The students started writing again and the teacher went around checking them. She said after about a minute of checking that she hated to keep interrupting but she wanted them to put their fingers on #2. She held up the 2nd picture and went around it in a circle with her finger. She said, "Next to #2 you write your idea for how they get out of the woods. It goes with this picture." The teacher continued around the classroom checking.

As I went around the class checking it seemed that somewhat less than half the class was actually writing in the planning boxes what they were

DATE: May 17, 1972 UNIT & LESSON: Unit 4 lesson 10

SCHOOL: Vista Grande LESSON DESCRIPTION: Writing Appropriately Planned Stories with Dialogue

TEACHER: Betty Lawrence SIZE & LEVEL OF GROUP: whole class, above average

OBSERVER: Lee Trithart TIME SPAN: 1:20 - 2:05

OBSERVATION (cont.)

actually supposed to be writing. Some were writing sentence fragments in the idea box. Some were making descriptive statements about the pictures. Others were writing sequential story statements that didn't necessarily say anything about "how they wanted to solve the problem and what really happened."

4. At 1:35 the teacher said, "Now that you've written down your ideas, I want you to write the whole story being sure to include plenty of dialogue. At 1:38 the children started writing their stories and at 1:43 the first student finished. As students finished they put their lessons at the top of their desks and started on other work they had. In general the students were including good dialogue in their stories and punctuating it properly. There was a standard procedure for kids who needed more writing room of stapling extra writing sheets onto the lesson. The teacher pointed out to me one of the kids who needed an extra sheet as the boy who had written only 19 words on his pretest story. In the end he needed two extra sheets and was still writing when the teacher called time. One student I observed went back and changed her planning box after writing her story. Another student was pointed out to me as one who normally wrote very little and that illegibly. Today, for unexplained reasons, he had written two pages in good handwriting.

5. At 1:52 the teacher told everyone that if they had not already done so, they should go back and double check because double checking was so important. At 2:00 the teacher said they should be finishing. At 2:05 she said, "Boys and girls, some of your are just writing beautifully, but I'm afraid we're going to have to stop. Will the heads of rows please collect the papers?"

INFERENCES AND IMPLICATIONS

(Materials--M, TeacherProcedures--TP, Other--O)

1. The kids continue to receive a lot of outside work. When I went in (Wed. aft.) the model story from the previous lesson which they had done Tues. aft. was on the board unparagraphed and without dialogue punctuation. The kids were supposed to add the appropriate punctuation and paragraph the story properly for their English lesson on Wed. TP M

In addition on Wed. morning the kids had done an exercise in which they came to the fron of the class and verbally made up a story which included dialogue. As they were talking the teacher wrote the story on the board. Kids from the class as a whole supplied the appropriate punctuation and paragraphing for the story as it was written on the board.

At the end of our lesson on dialogue vs. narration, the kids were still having trouble making the discrimination. The practice the teacher has given the class in making this discrimination by assigning character and narrator parts when reading stories including dialogue appears to have brought class performance to a fairly high level on this task.

2. The teacher mentioned a tendency on the part of the children to paragraph everytime someone starts to speak rather than with just a change of speaker when both narration and dialogue are involved in the paragraphing M

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OBSERVER: Lee Trithart TIME SPAN: 1:20 - 2:05

INFERENCES AND IMPLICATIONS (cont.)

decisions. If this is considered an acceptable way to paragraph, it might be an easier discrimination for kids to make and more easily taught than the present way.

3. The kids did not seem to immediately catch onto our idea of the story beginning, middle, and end as being the problem, steps taken to solve the problem, and solution to the problem. The teacher explained the beginning, middle, and end in terms analogous to ours but never exactly used our formulation. It is possible that we aren't using the most obvious and universal formulation of the beginning, middle, and end of a story. M

4. The practice in writing the kids have gotten in the program has clearly paid off in terms of fluency. Their punctuating and paragraphing skills seem to have been fairly adequately developed by the structure presented in our program and by the voluminous amounts of additional practice given by the teacher. Making up the stories and writing them seems to be moderately rewarding for at least some of them. At the time of the observation their planning skills seemed not to have developed to a sufficient level to be an aid to their writing. O

5. Planning done for the kids by us in terms of picture cues and formatting did not appear to be very popular with some students. It could not be determined from the lesson whether this was because a) they had difficulty with/disliked following any sort of plan, or because b)the plan stifles their creativity or both. It is possible that learning how to write a story, given the plan is an enroute objective to learning how to plan and write a story. M